



Redesign Plan

Fillmore Elementary School

Warren Consolidated Schools

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	18

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	26
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	35
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	38

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fillmore Elementary School changed from a traditional calendar school, to a year-round calendar school at the start of the 2013-2014 school year and saw the addition of sixth grade in the 2014-2015 school year. Due to this transition, there were considerable changes to the school staff, including administration, as well as student enrollment. Only 9 out of the 33 staff members at Fillmore Elementary School chose to return the following school year; three different administrators led Fillmore within three school years. The student population decreased by approximately 100 students, while the ELL population increased from 5% to 29%. Fillmore Elementary School also saw a change in their Special Education programming. The Mildly Cognitively Impaired (MICI) program increased from 2 sections to 5 sections. Overall, the student population is approximately 310 students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision, Mission and Beliefs

Vision Statement

Fillmore Elementary School creating a safe environment that is dedicated to academic excellence. We strive to set forth a foundation of skills for lifelong learners.

Mission Statement

The Fillmore Elementary team will provide a safe, positive, goal oriented learning environment to best meet the needs of our diverse population. We will inspire students to strive to meet their maximum potential and be lifelong learners.

Beliefs Statement

We believe that all Fillmore students have the right to a quality education and have the ability to succeed when given the support and guidance necessary for their individual needs.

The Fillmore staff and community holds high standards for our Fillmore students. We realize that some students need support in order to achieve their goals. Support is offered to students by the classroom teacher, the Title I intervention teacher, the Language Acquisition Teacher and special education staff.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Fillmore Elementary became one of three year-round schools in the Warren Consolidated School District in the fall of 2014.

2013-2014 also included the addition of sixth grade to Fillmore Elementary School. Elementary Teacher Amy Trandell was named Teacher of the Year in 2013-14, while the current school year has produced two Teacher of the Year nominees at Fillmore. In 2012, Fillmore became a "Green School" in Macomb County. In 2013 and 2014, we moved from Green Status to Emerald Status, due to our "going green" efforts.

Parent communication has increased through the use of Parent Portal, automated calls/texts, email, and monthly newsletters.

Balanced Literacy Instruction, has allowed teachers to individualize reading instruction for all students using the Literacy Library of leveled readers and classroom libraries (supported by the General Fund).

Areas of Improvement:

Student achievement data indicates that there is a need for decreasing instructional variance due to the lack of alignment and integration of the district implemented literacy program and math curriculum.

The data also shows an inconsistency in Tier II and Tier III instructional programs, including adequate professional development.

The monitoring and use of student data to drive instructional practices is an on-going process utilized by staff to meet the needs of all students.

We will provide multiple opportunities for engagement of families and community in our reform effort using the Epstein Model.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In order to meet the needs of ALL students, Fillmore Elementary School will rigorously align the curriculum to decrease variance, utilize research-based instructional practices/strategies and ensure consistency with curriculum materials across grade levels that center on teaching and learning, as well as develop a Multi-Tiered Systems of Support (MTSS). Staff will accomplish these practices through on-going, job-embedded professional development, the use of a progress monitoring system and a Data Dialogue process.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		WCS Teacher Evaluation Document.docx

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	In development	Administrator Evaluation Template

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		2014-15 MEMO OF UNDERSTANDING

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Memo of Understanding has been attached.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	January 15, 2015	2014-15 MEMO OF UNDERSTANDING

Redesign Plan

Fillmore Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	Assurance Signature Page has been attached.	FILLMORE SIGNATURE PAGE

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

- Vera Ivezaj, Principal; vivezaj@wcskids.net
- Karen Blair, Fillmore School Improvement Co-Chair Person; kblair@wcskids.net
- Steve Reinke, Fillmore Elementary School Improvement Co-Chair Person; sreinke@wcskids.net
- Dr. Marianne Ochalek, WCS Executive Director of School Improvement; ochalek@wcskids.net
- Shannon Griffin, Intervention Specialist; sgriffin@wcskids.net
- Deane Spencer, MISD School Improvement Facilitator, dspencer@misd.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The first 'big idea' will involve rigorous alignment of the curriculum to decrease variance, utilizing research-based instructional practices/strategies, while ensuring consistency with curriculum materials across grade levels. The second 'big idea' is to strengthen the Multi-Tiered Systems of Support (MTSS) process which will better meet the needs of all students. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans.

State what data were used to identify these ideas

Through the 2013-2014 School Improvement planning process, the following data sets were reviewed and disaggregated to identify areas of focus for the 2014-15 school year: achievement data, demographic data, and perception data. In addition, the 2014-2015 school year began with our school leadership team participating in data dialogue meetings facilitated by the Macomb Intermediate School Facilitator. Data reviewed: MEAP--five year all student trends, three year subgroup trends, and three year true cohort; WIDA--2013-14 proficiency levels by grade; and building demographic--five year sub group trends.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Ms. Vera Ivezaj was hired as Principal of Fillmore Elementary School for the 2014-15 school year. Ms. Ivezaj has been an elementary principal in the district since 2006. During her tenure as Principal of Siersma Elementary School (2006-2012), the school increased it's Top to Bottom ranking from 11 % to 36%. She exemplifies the five turnaround competencies as evidenced by:

1. Identify and Focus on early wins and big payoffs

- Early adopter of the School Improvement process while at Siersma and further developed the staff when she transferred to Hatherly Elementary in 2012
- Shares decision-making with SIP team and staff
- Honors school's model of professional learning communities and school improvement work
- Engages parents through timely, informative meetings and communications

2. Break organizational norms

- Intentional visibility
- Daily walk-throughs
- Early adopter of "McREL's Power Walk-Through" process; developed teacher leaders to implement peer-peer informal walk through model
- Strong focus on building teacher leaders through School Improvement Process
- Increased shared monitoring of SIP plan's implementation
- Focusing professional learning to be job-embedded

3. Act quickly in a fast cycle

- Defines non-negotiables for curriculum and maximizing instructional time
- Engages staff buy-in through collaborative conversations on organizational changes through meetings and building survey

4. Collect and analyze data

- Provides staff time to analyze data and make instructional decisions
- Analyzes data and provides staff direction and connection to school improvement plan
- Conducts timely walk-throughs in order to monitor the implementation of building SIP strategies and provides feedback

5. Galvanize staff around big ideas

- Increased communication processes for expression of ideas to build shared vision of achievement for all students
- Early adopter of the MTSS process and has continued to strengthen the process during her tenure at her previous schools and current school

- Walk to Read and Walk to Math models were developed through shared conversations and research

study by staff and principal

The district will increase Ms. Ivezaj's leadership capacity by providing her the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas (2013-14 focus-CITW; 2014-15 focus: CITW follow up/Total Participation Techniques; 12 Touchstones of Good Teaching); monthly Office of Curriculum (OCI)-HR teacher evaluation and walkthrough professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings.

OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as needed basis. The district's Human Resources and Business office staff will provide her with the necessary resources and supports on an as needed basis

Additional resources provided are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Ms. Ivezaj and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis. School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walkthroughs are examples of the types of structures in which professional learning will be delivered.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

Evaluation Process

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward

building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district....shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in each of the four subdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership. The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

EVALUATION PROCESS: The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the subdomain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the subdomains. Student growth achievement is a significant factor in the evaluation as represented in a separate subdomain that receives its own rating

based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact

of PD on instructional practices.

After careful examination of performance data trends, it was determined that on-going, high-quality, job- embedded professional learning will be provided to all staff members to strengthen the core curriculum and providing differentiated, tiered instruction. Professional learning will be aligned to our two 'big ideas'. Specific areas of focus will include: increasing proficiency in oral language development, informational text reading comprehension and writing, academic vocabulary, and math performance in number sense, operations, problem solving and writing.

To ensure stakeholder ownership and follow-through, the plan was developed and designed by school staff, parents and district administrators. Through this collaboration, stakeholders and school staff will be able to facilitate effective teaching and ultimately increasing achievement for all Fillmore students.

The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan. The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Fillmore School staff. Upon the completion of professional learning sessions, all staff members will: reflect and outline how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walkthroughs, monitoring instructional practices and student engagement. In addition, peer lead walkthroughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools.

Professional Learning Plan

The first 'big idea' that requires professional learning is: staff will learn how to rigorously align the curriculum to decrease variance across grade levels, utilizing research-based instructional practices/strategies and ensuring consistent use of district-approved curriculum materials in all classrooms.

McREL's Classroom Instruction that Works (CITW): Research-Based Strategies for Increasing Student Achievement. CITW draws upon Robert Marzano's research on identifying the most significant instructional strategies that have positive effects on student learning. CITW strategies include: setting objectives and providing feedback; reinforcing effort and providing recognition; cooperative learning; cues, questions, and advance organizers; nonlinguistic representations; summarizing and note taking; assigning homework and providing practice; identifying similarities and differences; and generating and testing hypotheses.

In 2014-2015 school year, six of our fifteen teachers will complete the three-day CITW training provided by the Macomb Intermediate School District (MISD). The district has committed to having all teaching staff trained in CITW within three years. By spring of 2016, all classroom teachers at Fillmore Elementary School will have completed the CITW professional learning program and full implementation will be in effect. Funding source: Title IIA.

Cooperative Learning Strategies-KAGAN Workshops: Two staff members attended the five day KAGAN workshop in August, 2014. KAGAN training provided staff with instructional structures designed to promote cooperation and communication in the classroom (aligns with CITW). These two staff members are currently utilizing the structures in their classrooms. The ongoing plan is to teach the structures to all the staff members during after school staff meetings. Funding source: General Fund-Building SIP

Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles (ILC). The ILC process focuses on promoting collaboration and collective responsibility within teacher teams by setting up structures for short-term cycles of student improvement. The ILC

practices include:

- Creating structures for continuous use of data to inform and differentiate instruction
- Providing on-going opportunities for teacher teams to discuss teaching and learning at the classroom level
- Make teacher instruction practices visible and transparent
- Support teachers to continually monitor student learning with the use of common, formative assessments to determine the impact of instruction on student learning
- Help teachers identify who is on-track for expected learning, who is ahead of expected learning and who needs further support

In January of 2015, a team of three teachers in one grade level and the principal will participate in the MISD facilitated ILC professional learning. The team will learn and implement the process in one content area. The pilot team will report out to staff periodically on the impact of implementation on student achievement and how this new learning can be incorporated into the school's PLC process. In 2015-16, two content areas will be incorporated into the ILC process. Funding source: Title IA

Surveys of Enacted Curriculum (SEC). SEC is a web-based professional learning tool that provides teachers constant data in mathematics, science, and English language arts, on current instructional practices and content actually being taught in their classrooms. The survey results are presented in clear and accessible charts and graphs to help facilitate data analysis and discussion among staff. SEC data will reveal the following: the amount of time teachers spend on specific standards/activities by grade level, and as a school; the breakdown of the amount of time staff spent instructing on different strands of a content standard; the relationship between time and depth of instruction on strands within a standard compared to the standards measured in a benchmark assessment. In the spring of 2015, all school staff will be trained and then complete the survey. The SEC data feedback will guide staff to help them better allocate instructional time for a given standard and clarify exactly what content within the standard demands additional instructional focus. This will help staff reflect on changes needed to instruction and practices. Funding source: Title IA

Academic Vocabulary: To increase reading comprehension and master essential vocabulary in core content areas, staff will learn Robert Marzano's six-step process in Building Academic Vocabulary. Research shows that taking a systematic approach to assist students in identifying and mastering essential vocabulary increases student comprehension and achievement. The six-step process will focus on the following:

- Teaching students to use vocabulary to explain, and relate to, real life experiences
- Teaching students to represent their understanding of a new term by drawing a picture, pictograph, or a symbolic representation
- Incorporating academic games into teaching and learning to provide students the opportunity to review and identify difficult terms through whole-class discussion

OCI staff will provide all staff at Fillmore Elementary School training on the Robert Marzano's Building Academic Vocabulary in the winter of 2015. Staff will continue their learning during structured grade level meetings when they analyze student work and discuss the implementation of the process. Funding source: Title IA, IIA

Alignment of Math Materials/Resources with Curriculum, Instruction and Assessment Practices: To increase student math performance in number sense, operations, problem solving and writing, staff needs professional learning in how to align district curriculum and materials with the research-based Common Core eight mathematical practices. In 2014-16, the C/ITS and/or MISD Consultants will facilitate this learning by working with grade level teams utilizing the "talk-model-talk" format. Staff will implement their learning into their instructional practice during a balanced, differentiated 90 minute instructional math block (Walk to Math Model) in the following ways:

- Staff will utilize the MTSS components located in the district-approved resource, envision MATH and MAISA Math Units, for Tier I, Tier II and Tier III students;
- Formative and summative assessments will be used to organize the formation of small groups for differentiated instruction;
- Staff will monitor and evaluate the implementation of the strategy and impact on student achievement during PLC and grade level meetings.

Redesign Plan

Fillmore Elementary School

Funding source: Title IIA, General Fund

Alignment of ELA Materials/Resources with Curriculum, Instruction and Assessment Practices: To increase students' oral language skills, and informational text reading and writing skills, staff will implement their learning into their instructional practice during a balanced, differentiated 120 minute instructional Language Arts block (Walk to Read Model) in the following ways:

- Staff will utilize the MTSS components from the district-approved resources for Tier I, Tier II and Tier III students;
- Formative and summative assessments will be used to guide and organize the formation of small groups for differentiated instruction;
- Staff will monitor and evaluate the implementation of the strategy and impact on student achievement during PLC and grade level meetings.

In 2014-16, the C/ITS and/or MISD consultants will provide all staff professional learning how to align district curriculum and materials with the research-based Common Core standards using the Benchmark Literacy, Leveled Readers, Gentile's Oral Language, Words their Way, Sltton Spelling, and MAISA Writing materials. Staff will also receive professional development during structured grade level meetings.

Funding source: Title IIA, General Fund

Research-based Writing strategies: "Writing with the Experts" Workshops: Three Staff members will attend this five day professional learning facilitated by Wayne Regional Educational Service Agency (RESA). Writing with the Experts includes research based writing strategies to utilize in core content areas. The staff will implement strategies in the classroom, offer staff opportunities to observe classroom instruction and engage in collaborative conversations with colleagues during PLC and grade level meetings. Funding source: General Fund-Building SIP

Student Discourse and Engagement: To integrate the variety of professional learning into staff's instructional practices and strategies, in 2014-2015, the Fillmore Elementary School staff will participate in a school-wide professional learning book study using Himmele & Himmele's Total Participation Techniques: Making Every Student an Active Learner. The following school year, the staff will use Goodwin & Hubbell's 12 Touchstones of Good Learning: A Checklist for Staying Focused Every Day.

The book study format will focus on bringing the ideas in a book-- "alive," and will demonstrate the strategies for immediate application in the classrooms. The book study will be organized in the following manner: determine instructional goals that are aligned with the schools 'Big Ideas'; create grade level study teams to discuss relevant content; teams select and share key concepts and applications of strategies/practices; and teams plan and present their outcomes to the staff. Funding source--General Fund-Building SIP

The second 'big idea' encompasses the Multi-Tiered Systems of Support (MTSS) which will help the school meet the needs of all students. Multi-Tiered Systems of Support (MTSS) Process: MTSS is a research-based process and framework that provides all students the best opportunity to succeed both academically and behaviorally in school. MTSS focuses on: high quality instruction and interventions matched to students' needs; frequent progress monitoring of instructional goals and resources to improve student learning and; supporting staff in the implementation of effective practices. In order to strengthen our current MTSS process, staff will participate in a series of MTSS workshops facilitated by MISD/District staff to gain deeper understanding in developing policies, guidelines and practices for increased effectiveness in implementation. Funding source--Title IA, IIA

Differentiated Supplemental Reading Instruction: Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Scholastic's Corrective Reading: These two programs are intensive, supplemental, and differentiated Tier II /III literacy intervention that is designed to provide daily, small-group instruction for the lowest achieving students at their grade level. Title I staff will provide all staff at Fillmore Elementary School training on the LLI system in the fall of 2015 during PLC and grade level meetings. Title I intervention staff has already participated in LLI training in previous years. MISD Consultants have trained our special education resource room teacher in Corrective Reading during fall of 2015. Professional learning will continue with district special education staff on the effectiveness of Corrective Reading implementation and impact on student achievement during PLC meetings. Funding source: Title IA, IDEA

Progress Monitoring Assessment: The district has purchased the on-line progress monitoring assessment, known as, EasyCBM. Title I, Special Education and Language Acquisition staff will learn how to use this assessment pilot program to progress monitor student growth in math and reading. EasyCBM has a universal screener, three times/year benchmarking assessments, bi-weekly progress monitoring mini-assessments and comprehensive data reports for teachers and parents. The program measures and examines a full year of academic growth, enabling staff to make informed instructional and intervention decisions. EasyCBM focuses on: data reports that fulfill class, building, and/or district MTSS and instructional functions; identification of at-risk students and organization of students into manageable skill groups; monitoring effectiveness of interventions and student groups; and targets for improvement and movement of students across instructional tiers. The district will provide staff at Fillmore Elementary School training on the universal screener and progress monitoring system in the fall of 2015. Funding source: General Fund

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

At the start of the 2014-15 school year, the Fillmore Elementary School's data team, building and district administrators, along with MISD consultants, actively analyzed MEAP trend data, WIDA results, and demographic trends during the Data Dialogue process. Through this three-phase Data Dialogue process, the team was able to generate two 'Big Ideas' to ensure rapid academic growth for students. The first of the two 'Big Ideas' identified involves rigorous alignment of the curriculum to decrease variance, utilizing research-based instructional practices/strategies, and ensuring consistent implementation of curriculum materials across grade levels. The second 'big idea' encompasses the strengthening of our Multi-Tiered Systems of Support (MTSS) process to help meet the needs of all students.

Accountability Scorecard

After analyzing the MEAP Assessment summative data from the past three to five years, the results show that student achievement trends at Fillmore Elementary School are considerably below average across all content areas, the lowest being math and reading. Due to these below average achievement trends, Fillmore Elementary School has not made AYP the past three school years. The school received a red designation on the 2013-14 State Accountability Scorecard. The data shows that the largest achievement gap is within the top and bottom 30% of students tested. The subgroups that make up the bottom 30% are Economically Disadvantaged (ED) and English Learners (EL). The number of students tested within the ED subgroup increased from 50% to 73% over the past three years, and the number of students tested within the EL subgroup increased from 20% to 35% during the same time. Fillmore Elementary School had been a Focus School for the past two years and received yellow status on the scorecards.

Demographic Data

EL and Economically disadvantaged enrollments have nearly doubled in the past five years. Overall enrollment had stayed fairly consistent until the 2013-14 school year. In the spring of 2013, the Board of Education approved the year round school option at three of our fifteen elementary schools for 2013-14. Fillmore Elementary School was selected to be one of the year-round schools. The calendar is divided into three trimesters (9 weeks) and 2 week voluntary enrichment intersessions scheduled between the trimesters. Students report to school at the beginning of August and end in the third week of June. Due to this transition, there were considerable changes to the school staff (including administration) and student enrollment. Nine out of thirty-three staff members chose to return the following school year, and the principal was transferred to a new administrative position. Student enrollment decreased by approximately 100 students. These students
SY 2014-2015

elected to be transferred to a "sister school". Additional students did transfer from within the district and outside the district. Two Mild Cognitively Impaired (MICI) classrooms were moved to Fillmore upon parent request for a similar experience for their children. 2013-14 student enrollment was approximately 300. In 2014-15, the district added a 6th grade option and transferred the remaining three MICI classrooms to Fillmore. The Fillmore community is made up of families and staff who believe in the value of a year round education!

Perception Data

Perception data is a compilation of the school's AdvancED Self-Assessment (SA), annual evaluation of the Title 1 program, and results from staff and parent surveys. The Self-Assessment results found there was a need for additional resources and support systems, and a more clearly defined purpose and direction. As a result, the need for additional resources and supports has shaped our second big idea. Our mission and purpose have been revised as well. Our strengths are in the areas of governance and leadership and using results for continuous improvement. The AdvancED standards continue to shape and drive the culture, climate and purpose of our school.

The results of the school's Title 1 parent survey, shows a need for more frequent communication with parents concerning their child's academic progress. Our after-school parent involvement opportunities, especially through parent literacy workshops, were identified by parents as strength of our program.

Parents and teachers completed a climate and culture survey on the implementation of our first year as a Year Round School. The survey results were overall positive in regards to the school's year-round calendar, curriculum, academic achievement and overall learning environment. Parents would like to see an increase of extracurricular and/or enrichment activities during or after-school, specifically, more school sponsored events offered after 6:00 p.m. Additionally, parents are aware of the intersession offerings, but most stated they do not send their students due to the cost of the program.

This fall, staff completed a Priority school building self-assessment survey that allowed them to express their feelings and fears about priority status; asked for their input on ways to implement rapid turnaround ideas; and professional learning needs. Staff consistently identified the need to maximize instructional time, differentiate instruction to meet the needs of all students, professional learning resources and support to meet the needs of struggling learners and most importantly, increased collaboration time.

Achievement Data

Fall 2013- 2014 MEAP Proficiency:

Reading:

3rd Grade: 54%	4th Grade: 45%	5th Grade: 50%
3rd Grade: ELL: 20%	4th Grade: ELL: 0%	5th Grade: ELL: 8%
3rd Grade: ED: 48%	4th Grade: ED: 40%	5th Grade: ED: 29%

Math:

3rd Grade: 37%	4th Grade: 21%	5th Grade: 22%
3rd Grade: ELL: 9%	4th Grade: ELL: 0%	5th Grade: ELL: 8%
3rd Grade: ED: 32%	4th Grade: ED: 25%	5th Grade: ED: 5%

Analysis of MEAP Annual and Trend Data:

After conducting the Data Dialogue and analyzing the data further, the finding revealed that student achievement across all students and sub-groups, in all core content areas, were below district and state proficiency levels. Fillmore Elementary School's data is consistent with the

criteria the state uses to determine the bottom 5% of lowest achieving schools. The most significant trends in the data showed a decline in student proficiency in the core content areas of math, reading and writing over the past three years. Third grade reading scores have decreased 9%, fourth grade declined 6% and fifth grade declined by 7%. In math, the third grade declined by 2%, fourth grade declined by almost 7% and fifth grade saw the largest decrease of 12%.

Significant gaps are evident between groups of students. Though this analysis has focused on reading and math, science and social studies results have been extremely low for several years as well. Overall, our third, fourth and fifth grade students fall below the state and district proficiency levels.

To address low student achievement, Fillmore Elementary School will rigorously align the curriculum to decrease variance, utilize research-based instructional practices/strategies and ensure consistency with curriculum materials across grade levels. Our MTSS process and framework will also be strengthened. Staff will adopt these practices through on-going, job-embedded professional learning, the use of a progress monitoring system and by continuous use of the Data Dialogue process during PLC meetings.

Underlying causes of low student performance: The analysis of data indicates that underlying causes of low student performance include: lack of rigorous alignment between curriculum, instruction and assessment practices, and fidelity implementation of the district-adopted Tier I literacy program and math curriculum; not maximizing instructional time; inconsistency in Tier II and Tier III instructional programs due to insufficient data and analysis, and the limited amount of collaboration time for planning and professional learning with general education, special education and intervention staff.

Process for Selecting Instructional Programs:

After careful examination of performance data trends (MEAP); demographic, process and perception data by school staff, parents and district administrators, it was determined that there was a need for instructional programs to better support student achievement in core content areas, and in particular, reading and math. The instructional strategies and programs to be implemented are all research based and aligned with the district's K-6 curriculum and the Common Core Standards.

Qualities of Instructional Programs:

Research based instructional programs, aligned to the state and national standards, which are consistent across grade levels, are expected to be implemented with fidelity in all classrooms. Professional learning that aligns with our big ideas will occur during PLC and grade-level meetings. All staff is expected to implement their learning into their instructional practice. Specific practices to be implemented are:

2014-15 School Year Instructional Program:

District and building staff will meet during PLC and grade-level meetings to align curriculum, instructional and assessment practices in all content areas--with particular focus on reading, writing and math. Beginning in January, one grade level team will begin the study and implementation of the ILC model for one content area. The Surveys of Enacted Curriculum (SEC) will be completed in spring, 2015. Results will be used to inform staff on how to continue to align the curriculum and instruction to best meet our students' needs.

Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles: ILC: In January 2015, a team of 3 teachers and administrator will begin the implementation of the ILC process for three to four weeks. The ILC process focuses on promoting collaboration and collective responsibility within teacher teams by setting up structures for short-term cycles of student improvement. The pilot team will report out on the results to the school staff. In addition to reporting out the results, the team will share challenges they faced, then identify

support they feel will be needed for expanding the implementation in fall 2015.

Staff Responsible: Grade level teachers; Principal

Surveys of Enacted Curriculum (SEC)

SEC is a web-based tool that provides teachers constant data in mathematics, science, and English language arts, on current instructional practices and content actually being taught in their classrooms. The survey results are presented in clear and accessible charts and graphs to help facilitate data analysis and discussion among staff. SEC data will reveal the following:

- Amount of time teachers spend on specific standards/activities by grade level and as a school
- Breakdown of the amount of time staff spent instructing on different strands of a content standard
- Relationship between time and depth of instruction on strands within a standard compared to the standards measured in a benchmark assessment.

Staff Responsible: All Grade level teachers; Principal

Classroom Instruction that Works (CITW): Six staff members will be trained by the MISD in Classroom Instruction That Works. There are currently three staff members and building principal trained in CITW. CITW draws upon research based strategies over the past decade that have been proven to have positive effects on student learning. Staff will collaborate about the implementation of the strategies during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Learning Objectives: Staff will post learning targets in all content areas. Staff will implement the McREL three step process during lessons. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

KAGAN Training: Two staff members attended the KAGAN training in August, 2014. KAGAN structures are instructional strategies designed to promote cooperation and communication in the classroom. These two staff members are currently utilizing the structures from the PD in the classroom. The ongoing plan is to teach the structures to all the staff members during after school staff meetings. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: Second Grade Teachers; Principal

Academic Vocabulary Development: Staff will utilize Marzano's Building Academic Vocabulary and Thinking Maps to develop vocabulary in all content areas. Staff has previously learned Thinking Maps. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Research-based Tier I Writing Strategies: "Writing with the Experts" series: Three Staff members will attend the five day "Writing with the Experts" Professional Development through Wayne Regional Educational Service Agency (RESA). The workshops include how to implement research-based writing strategies in core content areas. The staff will use strategies in the classroom, serve as model classrooms for teacher observations, and share with colleagues during PLC and grade level meetings.

Staff Responsible: Two First Grade Teachers/One Upper Elementary Teacher; Principal

Tier I Writing Strategy in Math: All staff will implement math journals during instruction in the math block. All staff received training by district and MISD consultants on math journals at the beginning of the 2013-14 school year. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Redesign Plan

Fillmore Elementary School

Maximizing instructional time: Staff will collectively commit to maximizing instructional time in the following ways: increasing math time from 60 minutes to 90 minutes, Walk To Read-Guided Reading Time, create master schedules, minimizing transition time, review bell to bell instruction and activities during this time centered on math and literacy. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Increase Collaboration Time: Staff will utilize common prep to analyze student data, review student work, review instructional strategies, and align components in daily instruction. Staff will also collaborate during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Development of MTSS process: Staff will administer formative assessments every 3-4 weeks to adjust to the needs of students. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: All Grade level teachers; Principal

Child Study Process: The Student Needs Assessment Committee (SNAC) will meet monthly and every trimester to review student needs. The committee reviews data and concerns related to academics, speech and social and emotional areas. The team utilizes easyCBM as a screener for students at the Tier 3 level. Updates and new information are shared with the staff at building level staff meetings.

Staff Responsible: Principal, Teachers, ELL Teacher, Title I Teacher, Support Staff

Fountas & Pinnell Leveled Literacy Intervention System (LLI): Title 1 and English Language Acquisition Teacher will utilize the LLI program to meet the needs of Tier 2 and Tier 3 students. The data will be evaluated at grade level and/or monthly staff meetings. Staff will collaborate and monitor implementation during grade level meetings and during on-going professional development.

Staff Responsible: Title I and Language Acquisition Teacher; Principal

Monitoring Process: Staff Monitoring Log: Staff developed and will utilize a monthly tool to track the fidelity of the implementation of Guided Reading. The data will be evaluated at grade level and/or monthly staff meetings. Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

2015-2016 School Year Instructional Program:

Small Group Differentiated Instruction (Benchmark Literacy)

Staff will implement a balanced 120 minute instructional Literacy block focusing on maximizing teaching and learning in the following ways:

- Literacy components will be aligned to improve reading comprehension and vocabulary.
- Formative and summative assessments will be used to guide and organize the formation of small groups
- Staff will organize and manage their 90-120 minute Language Arts block

All staff at Fillmore Elementary School will receive training on how to effectively utilize the district resources, Benchmark Literacy (National standards based curriculum) into lesson plans and daily instruction in order to decrease instructional variance between classrooms.

Staff Responsible: District Curriculum Consultants; Principal; Grade level teachers

Interventions for Students Not Meeting Reading Standards (LLI):

Redesign Plan

Fillmore Elementary School

Staff will use the Fountas & Pinnell Leveled Literacy Intervention System (LLI) as a small-group, supplementary literacy intervention that is designed to provide powerful, daily, small-group instruction for the lowest achieving students (Tier II & Tier III) at their grade level. The LLI system focuses on the following:

- Emphasis on a combination of reading, writing and phonics/word study strategies
- Explicit teaching of effective and efficient strategies for expanding vocabulary and for fluency and phrased reading
- Use of various writing strategies for the purpose of communicating and learning to express ideas for a particular purpose and audience
- The use of close reading to deepen and expand comprehension
- Use of The Continuum of Literacy Learning leveled readers (nonfiction/fiction texts) to monitor student progress and guide teaching

All staff at Fillmore Elementary School will receive training on the LLI system by the district consultants in the fall of 2015.

Staff Responsible: District Curriculum Consultants, Title I and Language Acquisition Teachers; Grade level teachers; Principal

Small Group Differentiated Instruction (enVisionMATH):

Staff will utilize enVisionMATH to increase student understanding of math performance in numbers, operations and problem solving; staff will implement a balanced 90 minute instructional math block focusing on maximizing teaching and learning in the following ways:

- Staff will utilize the MTSS components from the enVisionMATH curriculum for Tier I, Tier II and Tier III students
- Formative and summative assessments will be used to guide and organize the formation of small groups
- Staff will organize and manage their 90 minute math block

All staff at Fillmore Elementary School will learn continue to align the math curriculum, develop instructional practices, and create assessments to the state/national standards during grade-level meetings facilitated by the district and MISD content specialists.

Staff Responsible: District Curriculum Consultants and Classroom Teachers; Principal

MAISA Math Units: Staff will use math units aligned to the Common Core Standards developed by the Michigan Association of Intermediate School Administrators (MAISA) to support student math instruction. MAISA Math units focus on the following:

- Math units that are written by experienced curriculum writers, piloted in classrooms and reviewed to ensure quality unit content
- Unit lessons and resources are aligned and support common core curriculum implementation

All staff at Fillmore Elementary School will receive training on how to effectively utilize the district resources, Envision Math Series and MAISA Math Units (National standards based curriculum) into lesson plans and daily instruction in order to decrease instructional variance between classrooms.

Staff Responsible: District Curriculum Consultants; Classroom teachers; Principal

Interventions for Students Not Meeting Math Standards (enVisionMATH)

Staff will use enVisionMATH as a small-group intervention that is designed to provide powerful, daily, small-group instruction for the lowest achieving students (Tier II & Tier III) at their grade level. All staff at Fillmore Elementary School will receive training by the district consultants in the fall of 2015. Staff will also receive professional development during structured grade level meetings, as well as embedded classroom coaching by peers.

Staff Responsible: District Curriculum Consultants; Classroom and Title I teachers; Principal

Data Analysis (Pre/Post Unit Assessments, IOWA, State Assessment Academic universal screener and progress monitoring tool)

Staff will monitor student progress in math and reading every 3-4 weeks. The Data Team will analyze and progress monitor pre/post unit assessments, District Common Assessments, spring and fall IOWA scores and Academic universal screener scores every 8-10 weeks. On-going professional development and collaborate during grade level/staff meetings.

Staff Responsible: Classroom Teachers and Data Team; Principal

Academic Universal Screener and Progress Monitoring Tool: Staff will utilize academic universal screener and progress monitoring tools to

Redesign Plan

Fillmore Elementary School

progress monitor student growth within the area of math and reading. The progress monitoring tool selected will be a combination of benchmarking, progress monitoring, and comprehensive reporting. The program measures and examines a full year of academic growth, enabling staff to make informed intervention and instructional decisions. Academic universal screener and progress monitoring tools focus on the following:

- Data reports that fulfill class, building, and/or district MTSS and instructional functions
- Identification of students at risk and organization of students into manageable skill groups
- Monitoring effectiveness of interventions and student groups
- Targets for improvement and movement of students across instructional tiers

All staff at Fillmore Elementary School will receive training on academic universal screener and progress monitoring tools by the district consultants in the fall of 2015.

Staff Responsible: District Curriculum Consultants; Support Teachers; Principal

Math Journals

Staff will continue to implement non-fiction writing across the curriculum using math journals as part of the core math instruction. Math journals will focus on the following:

- Allowing students to articulate their learning through the use of practice problems, visuals and math vocabulary

All staff will receive on-going professional development through structured grade level meetings.

Staff Responsible: Grade Level Teachers; Principal

Science Journals

Staff will continue to implement non-fiction writing across the curriculum using science journals as part of the core math instruction. Science journals will focus on the following:

- Allowing students to articulated their learning through the use of practice problems, visuals and science vocabulary

All staff will receive on going professional development through structured grade level meetings.

Staff Responsible: Grade Level Teachers; Principal

Robert Marzano's Six-Step Process in Building Academic Vocabulary

Staff will use Robert Marzano's six-step process in Building Academic Vocabulary to increase performance in core content. The six-step process will focus on the following:

- Teaching students to use vocabulary to explain and relate to real life experiences
- Teaching students to represent their understanding of a new term by drawing a picture, pictograph, or a symbolic representation
- Utilizing academic games into teaching and learning to provide students the opportunity to review and identify difficult terms through whole-class discussion

All staff at Fillmore Elementary School will receive training on the Robert Marzano's six-step process in Building Academic Vocabulary by the district/MISD consultants in the fall of 2015. Staff will also receive professional development during structured grade level meetings.

Staff Responsible: District Curriculum Consultants; Principal

Maximizing Instructional Time: Staff will create a master schedule including literacy and math all day. The expectations will outline bell to bell instruction. Staff will collaborate during grade level meetings and during on-going professional development.

Staff Responsible: All Grade Level Teachers; Principal

Classroom Instruction that Works (CITW)

Staff will continue to utilize best practices during daily instruction. This will be evident during administrator walk-throughs and peer led walk-throughs. Additional staff members will receive training through the district/MISD specialists. Staff will collaborate during grade level

Redesign Plan

Fillmore Elementary School

meetings and during on-going professional development.

Staff Responsible: All Grade Level Teachers; Principal

Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles: (ILC) Previously-trained staff will implement the ILC process. Additional staff members will receive training through the district/MISD specialist. Staff will collaborate during grade level meetings and during on-going professional development.

Monitoring Process: Administrative and peer-led walkthroughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

Staff Responsible: All Grade Level Teachers; Principal

2016-2017 School Year Instructional Program:

Based on the 2015-16 evaluation of our instructional program, refinements to implementation will be made to Tier I instructional program and Tier II/III Supplemental program.

Monitoring Process: Administrative and peer-led walkthroughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

Staff Responsible: All Grade Level Teachers; Principal

2017-2018 School Year Instructional Program:

Based on the 2016-17 evaluation of our instructional program, refinements to implementation will be made to Tier I instructional program and Tier II/III Supplemental program.

Monitoring Process: Administrative and peer-led walkthroughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

Staff Responsible: All Grade Level Teachers; Principal

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c)

identifies instructional program outcomes and a plan to assess for impact

Through analyzing formative and summative student data, the Fillmore Elementary School staff will implement the programs, strategies and activities outlined in the transformation plan to increase student achievement. Utilizing the Multi-Tiered Systems of Support (MTSS), school data teams will progress monitor the effectiveness of the instructional goals and resources that staff use to improve student learning. The staff will work to create consistency with the implementation of curriculum and instructional materials across grade levels that center on teaching and learning.

In January 2015, we will begin the Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles (ILC). The ILC process focuses on promoting collaboration and collective responsibility within teacher teams by setting up structures for short-term cycles of student improvement. The ILC practices include the following:

- Setting up structures for continuous use of data to inform and differentiate instruction
- Providing on-going opportunities for teacher teams to discuss teaching and learning at the classroom level
- Making teacher instructional practices visible and transparent
- Supporting teachers to continually monitor student learning with the use of common formative assessments which determine the impact of instruction on student learning
- Helping teachers identify who is on-track for expected learning, who is ahead of expected learning, and who needs further support.

For the 2014-2015 School Year, the following expectations will ensure the regular and on-going use of student data in our instructional programs:

- Monthly professional development and bi-weekly staff meetings: review of data, including looking at student work, to inform modifications in instruction; currently have common planning time (40-80min/week)
- Identify areas of focus within reading and math instruction for Tiers I, II & III
- Align instructional components within all core content areas, with a greater focus on reading and math
- Organize and establish testing dates for district/building formative and summative assessments for the school year
- Analyze current student data (Pre-test Common Assessments, DRA2, IOWA, State Assessment)
- After Tier II & Tier III students have been identified, progress monitor interventions every 3-4 weeks
- Continually analyze student data and adjust instructional plan as needed; implement revisions to the plan
- School-wide grade level progress monitoring of student data and staff progress monitoring logs will occur every 6-10 weeks
- Analyze outcome of student data (Posttest Common Assessments, DRA2, IOWA, State Assessment)
- Update instructional components based on the new student data

Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, an additional 0.4 FTE teacher will be allocated at Fillmore. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Fillmore Year Round School currently offer eight weeks of enrichment (includes field trips) during two week intersessions spread throughout the year. This opportunity offers students twenty-nine (29) additional days of instruction.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

The district's plan for increasing professional collaboration time will occur through a redesign of the current schedule. Time has been added and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school.

Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day); 13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

The Fillmore community is invested in Joyce Epstein's "Framework of Six Types of Involvement." We will provide multiple opportunities for engagement of families and community in our reform effort using the Epstein Model. The Epstein Framework includes the following components: Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community.

I. Parenting

Fillmore staff will help all families establish home environments to support children as students by providing assistance to parents to help them understand content standards and curriculum. We will support this through such activities as: Title 1 Math and Reading Family Nights, Access to the district webpage under the Parent Resources tab which provides information on Michigan's Grade level Content Expectations and Common Core Standards, K - 6 IOWA Assessments, district assessment calendar, and through the classroom teachers welcome packet. Fillmore staff will also hold bi-monthly meetings for current English Learner (EL) parents in which the focus will be to help their children in math and reading at home. We will also have New Family Orientation meetings on a monthly basis, as needed, to assist these families in acclimating both socially and academically into the Fillmore family.

II. Communicating

Fillmore staff will design effective forms of "school - to - home" and "home - to - school" communications about school programs and children's progress. Per district requirement, Fillmore staff hosts a Meet the Teacher/Curriculum Night, two Parent - Teacher Conferences with follow- ups as needed, building wide weekly Thursday folders, robocalls to disseminate building- wide information quickly, daily agendas used in all classrooms, Parent Portal through PowerSchool (parents log-in to check student attendance, overall grades, and class grade progress), Language Line, a real-time translator phone service to assist the staff in communicating with English Learner (EL) parents and family members, Title III Family Resource Assistant, Bilingual Interpreter and hearing-impaired interpreters. The Family Resource assistant and the interpreters are available to assist school staff with parents during all school functions. In addition to these programs, the district and school website have a large collection of support information for parents including the Parent Involvement Plan, The Teacher- Parent- Student Compact and the current School Improvement Plan.

III. Volunteering

Fillmore staff will recruit and organize parent help and support. Fillmore offers its stakeholders many ways to volunteer and support our school mission. One of the ways that parents can volunteer is to become a member of the Parent- Teacher Organization (PTO) which supports the schools goals and children's learning. The PTO sponsors such events as: Family Fun Night, Trunk or Treat, Family Movie Nights, Orange Leaf Fundraiser Event, McDonald's Fundraiser nights, Fun Run, Talent Show, etc. Parents are also invited to be active in

their children's learning by volunteering to be a classroom helper or assist in the media center. The school activities take place both during and after the school day to accommodate to the parents varied schedules.

IV. Learning At Home

Fillmore staff will provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. Fillmore staff will provide agendas that are used to keep students and parents informed of the daily activities and behavior allowing for communication between the parents and teacher. Additionally, students will be provided with Intersession learning activity packets that are to be completed during the 2 week break between the trimesters. Fillmore also provides each student each student with a log-in and password to the following learning sites: IXL - Math, RAZ-Kids Reading, XtraMath.org and ABC Mouse. The Fillmore school website can also be used as portal at home to direct students to a multitude of free learning enhancement sites. Fillmore will bridge a connection with the Sterling Heights Public Library. Invite the staff to Parent Nights as well as opportunities for parents/students to receive library cards.

V. Decision Making

Fillmore staff will include parents in school decisions, developing parent leaders and representatives. Fillmore parents are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during PTO meetings and during one to one meetings with parents. Parents, who accept, attend as many meeting as possible. We encourage parents to ask questions anytime to eliminate confusion. Parents are helpful in providing another perspective. Parents work specifically on developing the Parent Compact, the Parent Involvement Plan and activities that would benefit the families. They also participate in the development and review of surveys. Parent representatives are encouraged to share updates at PTO meetings and participate at the DSIT meetings. We will also seek input regarding the school culture, Title I programs, specific parent concerns regarding the year round program, and parent compact ideas. Information will be gathered at PTO meetings, conferences, parent meetings telephone calls and surveys. Surveys are completed at all Title I events, at fall and Spring Conferences. Every year a detailed survey is created by the School Improvement Team to distribute to all parents to get a comprehensive look at parents' concerns, criticisms or compliments. Monthly Principal meeting prior to PTO meetings.

VI. Collaborating With Community

Fillmore staff will identify and integrate resources and service from the community to strengthen school programs, family practices and student learning and development. To help strengthen and support academics Fillmore staff will continue to reach out to our community. We will continue our on-going partnership with the following agencies and organizations: Warren Rotary Club - donation of dictionaries to all 3rd grade students, Wayne State University Football Players - visit to participate in reading and math activities, CARE - Community Assessment Referral and Education that provides information for students and families on community health and other social support programs, and the ATBI recycling program. Fillmore also participates in the Community Art Show by displaying students work at the Warren Community Center and the Warren Consolidated Schools Administration building. We also invite local school board members and parents to attend during school and after school activities such as our Monthly Academic Celebration which focuses on student achievement, attendance and behavior and to participate in our March is Reading Month celebration. Some of the events for this celebration are to invite local community leaders to be a guest reader in classrooms, and to speak to the importance of reading in one's life. Fillmore will continue to recognize our community partners through appreciation certificates/ letters, school newsletters or at school board meetings.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels.
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students.
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels.
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.

The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The district will insure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the Macomb Intermediate School District staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district.

In addition:

- Principal and designated staff will participate in ILC and Surveys of Enacted Curriculum Professional development, and SST meetings facilitated by the MISD staff.

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching):

Redesign Plan

Fillmore Elementary School

- Principal and SIP chairs will attend the MDE School Improvement Conference(s);
- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings;
- Principal will utilize the resources and supports of professional organizations (ex. MEMSPA, ASCD, IRA).

All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs.